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ABSTRACT

Based on extensive interviews with New York City school board members, community representatives, and school personnel, this handbook is intended as an aid to community school boards in finding and hiring qualified superintendents. The book outlines specific steps by which a community school board can systematically define its own needs, establish a plan of action, recruit candidates, choose among them, and finally hire a superintendent. (Author/LLR)

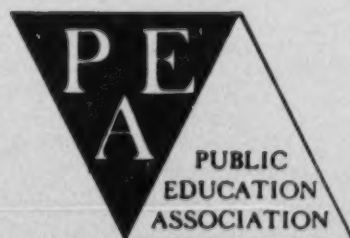
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SELECTING A SUPERINTENDENT

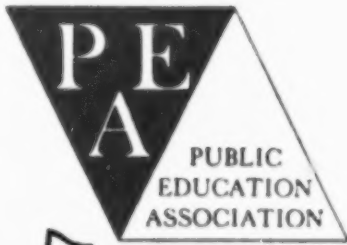
A HANDBOOK FOR
COMMUNITY SCHOOL BOARDS



EA 003 243



Cresap, McCormick and Paget Inc.
Management Consultants



ED0 46117

20 WEST 40 STREET, NEW YORK, NEW YORK 10018

212 - 524 - 3575

To Community School Boards:

No single decision of a school board approaches in importance the selection and appointment of the person who will serve as chief executive officer of the school system. If the superintendent is a person in whom the board has confidence, the board has a reasonable chance of fulfilling its responsibilities. If he is not such a person, there is almost no way in which a board can function effectively.

For New York City's community school boards, the choosing of a community superintendent is particularly crucial. There is much new ground to be broken and many new relationships to be worked out. Whether the final choice is the person who has been serving as District Superintendent or someone new, he should be selected only after the most careful consideration of the kind of person desired, followed by intensive recruiting and the careful screening of all interested candidates.

Many local school board members have expressed their concern about the brief time available for this recruitment and selection process. The Public Education Association has responded to these concerns in two ways:

- First, through the development of this handbook, "Selecting A Superintendent," assisted by Cresap, McCormick and Paget Inc., a management consulting firm long known for its work with educational institutions. The handbook is based on extensive interviews with present local school board members, community representatives, and school personnel throughout the City.
- Second, through building a nationwide talent pool of eligible candidates. PEA retained the services of Management Formation, Inc., an executive recruiting firm, to identify candidates on the basis of the criteria for community superintendents suggested in this handbook.

- 2 -

No investment of effort will bring greater reward than the careful selection of a superintendent - both in terms of benefit to the children and the community, and of time and trouble saved later on.

We wish you success in your efforts and stand ready to help in any way we can.

THE PUBLIC EDUCATION ASSOCIATION

May 1970

SELECTING A SUPERINTENDENT:

A HANDBOOK FOR
COMMUNITY SCHOOL BOARDS

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SELECTING A SUPERINTENDENT:

A HANDBOOK FOR COMMUNITY SCHOOL BOARDS

This handbook has been prepared as a resource for community school boards as they endeavor to find and hire qualified superintendents for the community school districts. It incorporates the most successful school board experience, both in New York City and elsewhere.

The handbook outlines specific steps by which a community school board can systematically define its own needs, establish a plan of action, recruit candidates, choose among them, and - finally - hire a superintendent. The steps, their sequence, and the supplementary material contained in the appendixes which follow are intended as general guidelines. With slight changes, they can be adapted to suit the special characteristics of each district.

The most important aspect of the search process, however, will not be the procedures followed, but the degree to which the board is able to gain the support of the community and reflect its will. Formal "consultation" at prescribed points in the process must be reinforced by constant informal contacts and by a continuing sensitivity to the needs and concerns of the district.

The steps discussed in this handbook are summarized on the following page. The appendixes at the end contain supporting information, and discussions of techniques applicable to the various steps.

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POLICY

STEP 1: Adopt a general policy statement

The community school board should prepare and adopt a general statement of policy covering the selection of a community superintendent. An example of such a policy statement is contained in Appendix A.

Once approved, the policy statement should be included in the official records of the board.

STEP 2: Adopt a position description and list of qualifications

The board should prepare and adopt a description of the community superintendent's position and a list of the qualifications needed to fill the position. The community school board should give thoughtful consideration to the role and responsibilities of the community superintendent, and should involve parent groups, community representatives and school staff in this process. The board may wish to adopt a tentative position description and list of qualifications in order to begin recruitment while continuing to develop these for the purpose of final selection. A suggested description of the position and a list of qualifications based on the description are attached as Appendixes B and C.

ORGANIZATION

STEP 3: Decide whether professional assistance is needed

The board should decide whether it desires professional assistance in the selection process. A discussion of some of the services available and the typical fees for these services is contained in Appendix D.

If the board decides to employ such expert assistance, it should arrange to do so as early as possible in order to have professional counsel available throughout the search effort and thus avoid repetition of its work.

STEP 4: Appoint a recruitment committee

The board should appoint a committee to spearhead the search for a qualified individual to serve as community superintendent

The committee should include the president* and two or more other members of the board. The committee should make all arrangements for the various steps in the recruitment effort and handle all correspondence related to the search. It should not, however, substitute its judgment for that of the full board, which must be kept fully informed and involved throughout the recruitment process. Key times for discussions by the full board are identified in the steps that follow.

The president of the community school board should ask the retiring district board for permission to use the services of the secretary assigned to the latter board. The committee should assess its requirements for funds for secretarial services, professional counsel, transportation and other expenses and present detailed requests to the full community school board. The board should then take immediate steps to ensure that the needed funds will be available.

In order to gain broad community support for the new superintendent, the community school board may choose to ask parent associations and community organizations to work with the committee throughout the recruitment process. Final selection of a superintendent, however, is the responsibility of the board alone.

*"President" is the standard designation used in New York State for the head of a local school board. It is expected that the new community boards will follow this practice.

RECRUITMENT

STEP 5: Develop a recruitment plan and timetable

Since a selection must be made soon in order to maintain continuing leadership in the school district, the recruitment committee should plan carefully the steps to be taken in conducting the search and establish a timetable for completing each step. Each board member should be given a copy of the plan. Appendix E suggests a format for charting a timetable for the selection process.

STEP 6: Determine whether the present district superintendent wishes to be considered

The president of the board should ask the present district superintendent whether he wishes to be considered for the position of community superintendent. If he does, the president of the board should explain to him that he will be considered along with other candidates.

If the present district superintendent does not wish to be a candidate for the position, the committee may ask him to suggest possible candidates and to aid in handling the paper work involved in its search efforts. This would, generally speaking, be the only involvement of the present district superintendent in the search effort.

STEP 7: Identify candidates

The committee should conduct a broad public search for candidates.

- The president of the community school board should write the Chancellor (or Acting Superintendent of Schools if a Chancellor has not taken office), 110 Livingston Street, Brooklyn 11201, stating the board's intent to recruit a superintendent, and asking for a list of persons in the school system who are eligible for the position. Copies of the position description and list of qualifications prepared by the board should be attached to the letter.
- The recruitment committee should invite suggestions of candidates from individuals and community groups. It may choose to hold a public meeting to discuss its plans for recruitment and to make clear that it intends to consider many candidates in making the final selection.

RECRUITMENT (Cont'd)

- The president of the community school board should ask a number of outside and professional agencies to recommend suitable candidates, enclosing copies of the position description and list of qualifications. Agencies which might be contacted include the placement offices of major schools of education and local and national professional organizations. A sample letter is contained in Appendix G. A list of agencies already contacted by Management Formation, Inc. (which community school boards probably would not need to contact in 1970) appears in Appendix H.
- The committee should review the Public Education Association's "talent pool" list for possible candidates. Management Formation, Inc., an executive recruitment firm, was commissioned by the Public Education Association to identify candidates for this pool who are interested in the job and who appear to meet the special demands of the job of community superintendent in New York City as set forth in Appendix C. The list includes persons now working in the New York City School System, some who worked for the New York City schools in the past and now hold positions in other cities, and some who gained all of their experience elsewhere in the country. Public Education Association does not personally support any individual on the list, and recognizes that there are a number of other qualified candidates who were not identified in the course of the search and whose names do not appear on the list. For information about the candidates' lists, the committee should write or telephone the Public Education Association (20 West 40th Street, New York 10018, 524-3575). Detailed background information on these candidates may be seen by members of the committee at the offices of the Public Education Association.
- If funds are available, the recruitment committee should consider placing advertisements in major newspapers and professional journals. The advertisements might describe briefly the characteristics of the district and the chief qualifications which the district desires in its superintendent. The advertisement should ask candidates to send a résumé as well as names of professional references. A professional advertising agency may be utilized in preparing the advertisements for little or no extra cost. A brief discussion of advertising in this context is contained in Appendix F. Each résumé received should be acknowledged immediately by the committee with a brief letter stating simply that the résumé has been received and is under consideration.

RECRUITMENT (Cont'd)

STEP 8: Contact candidates

The recruitment committee should write or telephone each candidate who has been recommended to the community school board in order to accomplish the following:

- Tell him that the district may be interested in considering him for the position.
- Find out whether the candidate wishes to be considered for the position.
- Answer any questions he may have about the district.
- Request, if the candidate is interested, a written résumé of his education and experience, a list of professional references, and copies of any articles or other papers which indicate his views on education.

The committee should acknowledge each résumé with a brief letter stating that the résumé has been received and is under consideration.

SELECTION

STEP 9: Evaluate résumés

As candidates' résumés are received or information is obtained from the "talent pool," the recruitment committee and its assistants and advisors should review the information, evaluate the candidates on the basis of the board's list of qualifications, and write comments on the suitability of each candidate. A discussion of several techniques which may be useful in reviewing the résumés is contained in Appendix I. All of the résumés and comments by the recruitment committee should be circulated among the other board members for additional comments. As these papers are returned, the committee should develop a ranked list of candidates, placing the names of those who appear best qualified at the top. Candidates who clearly do not meet the district's needs should be eliminated from consideration and - if previously contacted by the committee - informed of the decision by letter (a sample of such a letter is contained in Appendix J). When the list is complete, the recruitment committee should meet with the full board to review the committee's progress and discuss the qualifications of the candidates it has identified.

STEP 10: Conduct initial interviews

The recruitment committee should interview the candidates who seem best suited for the position. The purpose of the initial interview is to meet the candidate and to form general impressions of his suitability for the position and the district. The interview should be conducted by one or two members of the committee.

The interview should be held at the candidate's own office whenever possible so that the interviewer can observe the overall work environment and the relationships which the candidate has developed with his staff. If the candidate works outside the New York area, the interview could be conducted by a professional assistant to the committee, a member of the committee, or any member of the board. Unless the board member is traveling on personal business, the board should reimburse him for any reasonable travel expenses. If it is not possible to interview the candidate at his office, he should be asked to visit the community school district office or the home or office of one of the committee members for an interview. The board should agree to reimburse the candidate for any reasonable travel expenses.

SELECTION (Cont'd)

The initial interview should be informal and probably should last about two hours, in most cases. The interviewer should be concerned chiefly with the extent to which the candidate meets the qualifications for the position and the degree of the candidate's interest in the position. The candidate should be asked for the names of several references who can be queried by the committee and requested to have each college and university which he attended send a transcript of his record directly to the president of the board. A brief discussion of basic interview techniques is included in Appendix K.

Immediately after an interview, the interviewer should write detailed notes on the information gained during the interview and on his impressions of the candidate. He also should complete an interview rating sheet such as that contained in Appendix L.

STEP 11: Check references

The committee should thoroughly check the references of all promising candidates. To avoid dealing only with references who may be biased in favor of the candidate, the committee should also seek out other persons who have worked with or known the candidate in his previous positions. Names of such persons can usually be obtained from the references supplied by the candidate.

In order to keep confidential the potential availability of a candidate, it is important that no references be approached regarding the candidate's present position without his consent.

Reference checks should be made by members of the recruitment committee or by its professional assistants. Since people asked for a reference are often reluctant to criticize a candidate in writing, it is preferable to conduct the reference checks in person or by telephone. References should be asked to discuss not only the problems faced by the candidate and his specific accomplishments, but also his more general characteristics. Extensive notes should be written by those conducting the reference checks and added to the candidate's file. A brief discussion of techniques which may be used in checking references is contained in Appendix M.

SELECTION (Cont'd)

STEP 12: Rank the candidates

Files of the candidates under consideration should be circulated among all members of the community school board, and each member should add to the files his impressions of the suitability of each candidate. The full board should meet to review its list of qualifications and to discuss, evaluate, and rank the candidates.

STEP 13: Conduct final interviews

The board should invite the most promising candidate or candidates (usually no more than three) to the district office for final interviews. Professional assistants to the recruitment committee, who are familiar with the desired qualifications, and have participated in evaluating other candidates, should also participate in the final interviewing stage.

At the end of the interview, each of those in attendance should complete an interview rating sheet such as that included in Appendix L.

STEP 14: Choose the best candidate

After the final interviews, the board should decide upon its first choice and, if possible, its second and third choices. Every effort should be made to reach a broad agreement among board members on the selection. In most cases, the board will wish to explore the acceptability of its favored candidates with key community and staff representatives before the choice becomes final.

A member of the recruitment committee should then telephone the candidate selected to tell him of the board's decision and to make certain that he is still available and interested in the position. The candidate should be told that his appointment is contingent upon a formal vote by the board and the results of a standard preemployment medical examination.

STEP 15: Inform the Chancellor

As a matter of courtesy, the president should inform the Chancellor (or the Acting Superintendent of Schools) of the board's choice. A copy of the letter should also be sent to Dr. Theodore Lang, Deputy Superintendent for Personnel, 65 Court Street, Brooklyn 11201. Any comments by these officials should be reported to the board before proceeding to the next step.

SELECTION (Cont'd)

STEP 16: Take a formal vote

The recruitment committee should formally recommend the best-qualified candidate to the board, and the board should take an official vote. These actions must take place at a public meeting of the board. The candidate should not be required to appear at the public meeting at which his appointment is to be decided.

HIRING (Cont'd)

The decentralization legislation stipulates that the contract may be for a period of two to four years. Generally a short-term contract favors the community school board, since it gives the board greater flexibility in replacing its superintendent if he is not meeting the needs of the community. The candidate however, may choose to bargain for the greater job security offered by a three- or four-year contract.

If he has not already done so, the president of the board should write to all the runner-up candidates, informing them of the board's choice and thanking them for their interest. A sample of such a letter is contained in Appendix N.

STEP'20: Introduce the superintendent to the community

A press release containing biographical information on the superintendent should be given to the major newspapers, to local newspapers serving the community and to radio and television stations.

The board should arrange one or more receptions at the schools in the district to give staff, students, parents and the community a chance to meet and welcome the new superintendent even if he is the former district (assistant) superintendent.

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SAMPLE POLICY STATEMENT

The following policy guidelines will be followed by the community school board of District _____ in selecting its community superintendent:

A

- Selection will be made on the basis of ability to meet the needs of the district, on experience and accomplishments in previous positions, and on professional standing, intelligence, character and physical health.
- The qualifications of candidates will be verified by personal interviews, examinations of credentials, reference checks, and a medical examination.
- The position will be open to anyone in the community, city and country.
- Final selection of a superintendent will be made at a public meeting by majority vote of the community school board.

POSITION DESCRIPTION

INTRODUCTION

A written description of a position can serve at least four purposes:

- First, to clarify the responsibilities of the individual holding the position and the relationship of the position to others in, and connected with, the organization.
- Second, to help an employer (in this case the community school board) in deciding the qualifications to look for in recruiting and selecting an individual to fill the position.
- Third, to help the person appointed to the position understand more precisely what he is expected to accomplish in his job.
- Fourth, to provide a framework for subsequent evaluation of the individual's performance.

B

BACKGROUND

More than 50 members of the old appointed district boards have been elected as members of new community school boards and it is expected that some former district (assistant) superintendents will be chosen as community superintendents. Thus, some district school people will continue in a working relationship to one another, but their roles and relationships will be changed substantially.

Before decentralization, district boards served in an advisory capacity to the district superintendent and occasionally acted as a buffer between the superintendent and the community. A superintendent could take a board's advice, ignore it, or simply not seek it. He was accountable to superior officers in the central office of the New York City School System. Under decentralization, however, a community superintendent is responsible directly to the elected community school board. He is hired by the community board and his services can be terminated by the community board. He is obliged to carry out the decisions of the community board and is accountable to the board for his successes and failures.

Under this new arrangement, the role of the board is essentially one of making policy, seeing that policies are followed and, in general, giving lay leadership to ensure that education in the community reflects the desires of the community. The role of the superintendent is one of exercising imagination, initiative and skill to operate the schools within the guidelines established by the board. As long as the superintendent retains the confidence and support of the board, he should have maximum latitude for bringing to bear his professional judgment and initiative in administering the operation of the school system under the policies approved by the board. Within such a relationship, however, the board should evaluate a superintendent's "output," his results, as well as his professional techniques. For example, if the board approves a superintendent's plan for improving reading levels in the schools, the superintendent's performance should be judged not only on the basis of the steps he takes to carry out his ideas, but on the basis of actual change (or lack of change) in reading scores.

In order to do his job, the superintendent must develop and maintain strong working relationships with the central office of the New York City School System. Fiscal power as well as several key educational programs and support services are to continue under the control of the central office. Under decentralization it is vital that the superintendent carry out his role in this working relationship as the representative of the community school board.

A sample position description begins on the following page.

SAMPLE POSITION DESCRIPTION

TITLE: Community Superintendent of Schools

REPORTS TO: Community School Board

BASIC
FUNCTIONS

Serves as the chief administrative officer of a community elementary and intermediate school system with an average daily attendance of (approximate number); develops plans and policies covering the educational programs, management, finances, and facilities of the district for review, modification and approval by the community school board; provides the board with leadership in the professional aspects of education; provides leadership and directs the management of the school system within the plans and policies adopted by the board; builds effective relationships with the staff, students, parents and community, the Chancellor and the central services of the New York City School System, and the New York State Education Department; ensures that the plans and actions of the community school system are consistent with the laws and regulations which govern the schools.

MAJOR
RESPONSIBILITIES

1. Meets as often as necessary with parent and citizen groups, professional staff and individuals to determine the educational needs of the community.
2. Assists the community school board in interpreting the objectives and policies of the New York City Board of Education.
3. Recommends objectives and policies on educational programs, organization, staffing, budgets and facilities for review, modification and approval by the community school board. Gives the board sufficient background information and understanding of alternative courses of action to enable the board to determine a direction for the school district and to help in explaining to the community the decisions which have been made.

4. Develops and recommends to the community school board a comprehensive system of planning which includes development of long-range objectives in all areas of operation, and specific annual plans for the achievement of its goals. Annual plans should, as required by the decentralization laws, include budgets for operation of the schools and for construction of new facilities.

5. Explains to the community the operations of the schools, and the objectives and policies set by the board.

6. Interprets the objectives and policies of the community school board to the administrators, staff and students of the community school system.

7. Directs the establishment of operating procedures for implementing the decisions of the board.

8. Leads the staff and the students of the district in working toward achievement of the approved objectives within the policies and budgets set by the board.

9. Cooperates with the New York City Board of Education in the Citywide special education programs which are directed by the City Board.

10. Oversees the recruitment of teachers and supervisory personnel from New York City Board of Education lists and, when permitted, from other sources.

11. Works with the New York City School System in selecting administrators and teachers for the community school system.

12. Measures the performance of all school personnel on a systematic basis and recommends to the community school board the appointment, advancement, reassignment and, where necessary, dismissal of personnel within the district.

13. Directs a program for seeking funds and other assistance from governmental agencies, businesses and nonprofit organizations.

14. Examines the effectiveness of the community school system in achieving approved objectives and in following approved policies and budgets.

15. Presents oral and written reports to keep the board fully informed on developments in the school system, and on the performance of the community school districts in achieving objectives and adhering to established policies. Submits necessary reports to the Chancellor, the New York City Board of Education and other appropriate agencies.

16. Provides necessary clerical and other services for the community school board as requested.

KEY
RELATIONSHIPS

1. Develops and maintains effective reciprocal relationships with parents, students and various community groups in order to promote confidence in the community school board and the administration of the school district, and to gain support for the school system.
2. Works with students and their organizations in order to improve the educational programs and atmosphere of the schools.
3. Represents the community school board to all the staff members in the community school system and works with their recognized labor unions to improve the performance and morale of the employees.
4. Represents the community school district to the New York City School System and maintains effective working relationships with the central office.
5. Develops and maintains effective working relationships with other governmental agencies and education-related organizations.
6. Participates in professional activities in New York City and elsewhere, so long as the activities do not conflict with his school district responsibilities.

COMPENSATION

1. In the school year 1970-71, to \$33,500 plus fringe benefits.
2. Contract with the community school board for two to four years.

QUALIFICATIONS FOR SELECTION*

Official qualifications

- Eligibility for a certificate for administrative service issued by the New York State Department of Education (see page 3 of this appendix, titled Certification).

Personal attributes

C

- Good judgment and common sense
- Emotional maturity and tact; ability to mediate and work with sometimes opposing factions including students, teachers, parents, politicians, unions, community action groups, and the officers and staff of the New York City School System; willingness to admit mistakes
- Ability to communicate effectively; ability to understand and be understood by a wide range of individuals
- Accessibility; willingness to discuss problems
- Initiative and leadership; ability to choose a course of action and to get people to work toward it in an organized manner
- Courage and self-confidence; willingness to make decisions and to take responsibility for their consequences
- Ability to work under great pressure
- Honesty and integrity.

*Based on the position description in Appendix B and extensive interviews of professional staff, parent and community groups and local school board members conducted by Management Formation, Inc.

Professional experience

- A record in imaginative and successful approaches to difficult problems
- A workable philosophy of education
- A record of success in managing a large organization with a substantial budget
- Experience in dealing with labor unions
- A record of effective working relationships with large government organizations.

Other

- Understanding of current social and economic changes and urban problems such as student unrest, racial issues, unemployment and drug addiction
- Familiarity with police procedures
- Understanding of the cultural and religious characteristics of the district
- Ability to speak Spanish if there is a large Spanish-speaking population in the district.

CERTIFICATION

To be eligible for certification as a superintendent of schools under present New York State Education Department rulings, an individual must:

1. Have completed either
 - a. A program approved by the New York State Education Department for the preparation of school district administrators; or
 - b. 60 semester-hours of graduate study (including 24 semester-hours related to educational administration and supervision)*, and an approved administrative internship**.
2. Have completed five years of teaching and/or supervisory experience in public schools.

It may be possible for a community school board to employ a superintendent lacking the qualifications for certification through the use of an interim appointment or through a special ruling of the New York City Board of Education. A board wishing to make such an appointment should discuss the matter with the Chancellor or with an attorney.

*The Commissioner of Education may accept equivalent preparation within the 60 semester-hour requirement. This or any other request for an exception to the usual requirements must be made prior to employment of the superintendent. The resolution of the community school board requesting the exception should be accompanied by a statement identifying the exceptional qualifications of the candidate, a record of the candidate's experience, transcripts of his university record, and a resolution by the New York City Board of Education supporting the request.

**The internship must be under the supervision of a practicing school administrator and a representative of the sponsoring institution of higher education. One year of satisfactory full-time experience in an administrative or supervisory position may be substituted for the internship.

PROFESSIONAL ASSISTANCE

The selection of a superintendent is not only the most important decision the board will make, it is also one of the most difficult. Many boards have found it invaluable to have professional assistance during the selection process. While the cost of such assistance may seem high, the cost of a wrong decision is far greater. The principal kinds of professional assistance available are executive recruitment firms, management consulting firms, and professional educators.

EXECUTIVE RECRUITMENT FIRMS

D

An executive recruitment firm can help a board define its requirements, identify potential candidates, and evaluate the qualifications of candidates through interviews and reference checks. Some firms tend to specialize in the recruitment of educational personnel; however, a highly skilled professional recruiter may be able to perform well in a wide variety of fields. A few firms specialize in the recruitment of individuals from minority groups.

Recruitment firms usually charge clients on the basis of time and expenses. There is also a minimum fee which would be charged if the candidate selected was identified by the recruitment firm. Fees and expenses often range from 10 to 30 per cent of the first year's salary.

MANAGEMENT CONSULTING FIRMS

Management consulting firms can help a board define its requirements, organize the search effort, and evaluate the qualifications of candidates through interviews and reference checks. In addition, they can offer considerable assistance in developing the organization and management of the school district. Some firms have extensive experience in serving schools. The names of a number of qualified firms can be obtained from the Association of Management Consulting Engineers, 347 Madison Avenue, New York, New York 10017, MU 6-7338.

Management consulting firms usually charge clients on the basis of time and expenses only. The total fees for participation in a search are likely to be roughly comparable to those charged by an executive recruitment firm.

PROFESSIONAL
EDUCATORS

Individual professional educators can help a board define its requirements (particularly in the professional aspects of education, such as curriculum development) and evaluate the professional qualifications of candidates. Some educators have experience in conducting searches and interviewing candidates. The dean of a graduate school of education at a university should be able to suggest the names of several professors of education or superintendents in other districts or cities who might be able to assist the board. The fees charged by such individuals cover a wide range and, in some cases, they would be comparable to those charged by recruitment or consulting firms.

SAMPLE TIMETABLE

STEP	INVOLVES				TIMETABLE	
	BOARD	COMMITTEE	PRESIDENT	OTHERS	STARTING DATE	COMPLETION DATE
POLICY Step 1: Adopt a general policy statement Step 2: Adopt a position description and list of qualifications	X X					
ORGANIZATION Step 3: Decide whether professional assistance is needed Step 4: Appoint a recruitment committee	X X					
RECRUITMENT Step 5: Develop a recruitment plan and timetable Step 6: Determine whether the present district superintendent wishes to be considered Step 7: Identify candidates Step 8: Contact candidates		X X X	X X	X		
SELECTION Step 9: Evaluate résumés Step 10: Conduct initial interviews Step 11: Check references Step 12: Rank the candidates Step 13: Conduct final interviews Step 14: Choose the best candidate Step 15: Inform the Chancellor Step 16: Take a formal vote	X X X X X	X X X X X X		X X X X X X		
HIRING Step 17: Formally notify appointee Step 18: Arrange medical examination Step 19: Sign employment contract Step 20: Introduce the superintendent to the community	X X		X	X X X		

ADVERTISING

A community school board wishing to advertise should consider placing an advertisement in the "Teacher Openings" listings which appear in the "News Of The Week In Review" section of the Sunday New York Times. The minimum size accepted is 14 lines (one column wide by about one inch high) for which the current charge is about \$40. The board may wish to use five or six times the minimum space (about \$200). The rates charged by professional journals for advertisements are generally lower than those charged by The Times. If use of a professional journal is dictated by the specific needs of an individual district, any of the agencies listed below should be able to suggest journals in which the community school board might advertise.

Professional advertising agencies are prepared to offer their clients considerable assistance in designing advertisements - wording, arrangement and typography - and in placing the advertisements in appropriate publications. Unless special services, such as artwork, are required, the only charge to the community school board for newspaper advertising would be the standard rate charged by the publication (most newspapers pay commission to the agencies).

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Three agencies well known for recruitment advertising on behalf of educational institutions and the name of the agency representative familiar with this matter are listed below:

Mr. Bernard Hodes
Bernard Hodes Advertising, Inc.
711 Fifth Avenue
New York, New York 10022
593-1620

(a division of Barickman and Selders Advertising, Inc.)

Mr. William Zaput
Diener and Dorskind, Inc.
1501 Broadway
New York, New York 10036
279-8300

Mr. Arnold Deutsch
Deutsch, Shea and Evans, Inc.
49 East 53rd Street
New York, New York 10022
688-0500

SAMPLE LETTER
ANNOUNCING THE POSITION

Dear _____:

The elementary and intermediate schools in New York City have been reorganized into 31 separate community school districts. As the community school board, elected by District _____ in the _____ section of New York, we are beginning a search for a community superintendent of schools.

The purpose of this letter is to ask your help. We would appreciate your suggestions of names of any individuals who might be qualified for this difficult and demanding position. A description of the position and a tentative list of the major qualifications are attached to this letter.

Sincerely,

G

President
Community School Board
District _____

PLACEMENT OFFICERS
CONTACTED FOR THE P. E. A. TALENT POOL*

Dr. Aubrey Berry
 Office of Educational Placement
 University of California
 Berkeley, Calif. 94720

Dr. John E. Powers
 Office of Placement and
 Career Planning
 University of Connecticut
 Storrs, Conn. 06268

Dr. Frank S. Endicott
 Placement Center
 Northwestern University
 Evanston, Ill. 60201

Dr. Victor Lindquist
 University Placement Service
 Boston University
 Boston, Mass. 02215

Dr. Evart W. Ardis
 Bureau of Appointments and
 Occupational Information
 The University of Michigan
 Ann Arbor, Mich. 48104

Dr. John M. Buckey
 Placement Services
 New York University
 Washington Square
 New York, N. Y. 10003

Dr. Harold Reynard
 Educational Personnel Placement
 The Ohio State University
 Columbus, Ohio 43210

Dr. Robert G. Heideman
 Teacher Placement Bureau
 University of Wisconsin
 Madison, Wisc. 53706

Dr. Eugene Nelson
 University Placement Bureau
 University of Colorado
 Boulder, Colo. 80302

Dr. J. M. Slater
 University Placement Office
 University of Illinois
 Urbana, Ill. 61801

Mrs. Anita Sandke
 Office of Career Counseling and
 Placement
 University of Chicago
 Chicago, Ill. 60637

Dr. John Shingleton
 Placement Bureau
 Michigan State University
 East Lansing, Mich. 48823

Dr. Arnold S. Woestehoff
 Bureau of Recommendations
 University of Minnesota
 Minneapolis, Minn. 55414

Dr. William Summerscales
 Office of Placement Services
 Teachers College, Columbia University
 New York, N. Y. 10027

Mrs. Murette Quick
 Placement Service
 University of Pennsylvania
 Philadelphia, Pa. 19104

Dr. William R. Voorhies
 Bureau of Educational Placement
 Indiana University
 Bloomington, Ind. 47401

H

REVIEWING RÉSUMÉS

The purpose of reviewing résumés is to select a few candidates who seem most promising and thereby reduce to a manageable number those who will be interviewed. Before attempting to match the résumés with the list of qualifications for the position, they should be reviewed from several more general aspects, including the following:

Completeness

- Are all time periods from college to the present accounted for?
- Are the responsibilities of each position described?
- Are publications and professional references listed?

Presentation

- Is it well written and easily read?
- Is it organized in a logical manner?
- Are the details presented relevant?
- Is it concise or unduly wordy?
- Does the candidate describe his own areas of responsibility in specific terms?
- Are specific accomplishments discussed?

Employment history

- Is each position more responsible than the preceding position?
- Were positions held for a reasonable period of time?
- Were there long periods in which no additional responsibilities were assumed?

SAMPLE REJECTION LETTER
FOR A CANDIDATE NOT INTERVIEWED

Dear _____:

We appreciate your willingness to be considered for the position of community superintendent in this district.

After careful review and discussion, we have concluded that others among the candidates possess background and experience which are closer to the qualifications established for the position in this district. We are, therefore, no longer giving consideration to your candidacy.

Sincerely,

President
Community School Board
District _____

J

INTERVIEWING

Personal interviewing of candidates is the most critical step in the selection process. If no member of the recruitment committee is experienced in interviewing, the board may wish to utilize professional assistants to lead the interview sessions (see Appendix D).

Numerous books have been written on interview techniques. The brief discussion here is intended only to suggest a few basic ideas which might be helpful to board members in conducting or participating in interviews.

PURPOSE AND STRUCTURE

The first purpose of the interview is to enable the board to find out as much as possible about the candidate, particularly those aspects most difficult to discover from his résumé - his ideas, personality, character, strengths and weaknesses. In order to do this, two techniques are basic:

1. The interviewer should guide the interview so that the candidate will do 80 or 90 per-cent of the talking.
2. The interviewer should avoid indicating, by reactions or leading questions, which answers would be favorably regarded by the board.

K

The second purpose of the interview is to enable the candidate to gain an understanding of the position, the school district and the board, to aid him in deciding whether he wants the position. So the candidate will not tend to color his answers in the light of the needs and desires of the board, discussion of the position and opportunities for the candidate to ask questions should be deferred until the end of the interview.

POSING QUESTIONS

It is important to try to establish as relaxed and frank a tone as possible for the interview. A minute or two devoted to small talk will give the candidate time to become composed. The candidate will probably expect to be asked first about his education and experience and will be prepared to describe them in some detail. By the time these areas have been covered, the interview will be well under way.

The interviewer should try to elicit spontaneous information without having to ask so many questions that the candidate feels he is being cross-examined. Broadly worded questions which introduce major areas will often serve this purpose. For example, the interviewer might say, "I see that you spent some time as superintendent in a suburban community and now you are in an industrial city. How would you compare these two experiences, and what did you like best and least about each of them?" Follow-up questions should also be phrased in broad terms which do not permit a "yes" or "no" answer.

One useful interviewing technique is to describe a hypothetical problem and ask how it should be solved. For example:

- The student organization in an intermediate school has asked to print a weekly newspaper with school equipment. They will pay for all supplies, but refuse to work with an adviser, saying it is "their paper." On the basis of this information alone, what would you do?

To keep the candidate talking, the interviewer should show that he is attentive without interfering with the flow of information from the candidate. Attention can be indicated by an occasional "yes" or "is that so?", or simply by a nod of the head or the writing of a note.

If a candidate does not respond immediately to a clear-cut questions, it is often best for the interviewer simply to remain silent for a few moments. An effort to elaborate on a question may confuse the candidate or give him an opportunity to devise an "appropriate" but less revealing answer.

Several techniques may be useful in guiding the discussion. If more specific information than has been given is desired, the candidate might be asked "what does that lead to?" or "in what way?" or simply "will you expand on that?". If the candidate's answer is ambiguous, the interviewer should suggest clarification. Professional interviewers often encourage continuation of a discussion by a brief noncommittal repetition of the candidate's last statement.

The interviewer should try to develop an understanding of the attitudes and feelings of the candidate as well as his actions and beliefs. One device of professional interviewers is to ask the candidate how "other people" reacted to a particular past situation. The candidate is likely to speak more freely about reactions of others, but the reactions which he attributes to them will very often be a projection of his own feeling.

INTERVIEW RATING SHEET

NAME OF CANDIDATE _____ INTERVIEWED BY _____ DATE _____

QUALIFICATIONS	RATING					COMMENTS
	VERY POOR	POOR	AVERAGE	GOOD	SUPERIOR	
1. Eligibility for certificate						
2. Judgment						
3. Emotional maturity and tact						
4. Ability to communicate						
5. Accessibility						
6. Initiative and leadership						
7. Courage and self-confidence						
8. Ability to work under pressure						
9. Honesty and integrity						
10. Record of success with difficult problems						
11. Workable philosophy of education						
12. Experience in large organization						
13. Experience with unions						
14. Work with government agencies						
15. Understanding of social and urban problems						
16. Familiarity with police procedures						
17. Understanding of district						
18. Knowledge of Spanish (if required)						

GENERAL COMMENTS (give specific examples whenever possible):

APPENDIX L

L

REFERENCE CHECKING

Checking references is an important adjunct to the selection process, because it often provides valuable specific information on behavior, rather than on personality traits and opinions, and because the behavior has been observed in the working situation, rather than in the somewhat artificial interview situation. However, references are of limited value and objectivity. The judgment of a reference (whether positive or negative) cannot be substituted for evaluation by the board.

Just as in an interview, the representative of the board making the reference check should guide the conversation, to ensure that all relevant topics are covered in detail, but should encourage the reference to be spontaneous and to do almost all of the talking. A number of points which should be covered in the reference check are listed below.

Relationship to the candidate

- In what capacity did he know the candidate?
- How long has he known him?
- How much opportunity has he had to observe the candidate's performance or hear about it from others?
- Are they personal friends?

Verification of information given by the candidate

- What was the candidate's position?
- How long did he hold it?
- Was his title changed at any time?

Performance

- How could his approach to education be characterized?

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- What sort of job did he do?

What were the greatest problems and challenges he faced in his job?

Specifically, what did he accomplish?

Specifically, what was he unable to accomplish?

- In what aspect of his job was he strongest?

Administration?

Curriculum?

Community relations?

Planning?

Other?

- In what aspect of his job did he perform least well, or with the least enthusiasm?

- Did he ever display poor judgment?

- What sort of staff did he develop?

- Was he inclined to experiment and innovate?

Specifically, what did he do and what was the end result?

- How did his employer regard his performance?

- Did he gain any financial support for the schools from outside agencies?

How much and for what purpose?

Personal effectiveness

- Did he communicate better orally or in writing?

- How is he regarded by his staff, students, parents, other professionals, minority groups, and the public in general?

With which groups does he work best and least well?

- How does he handle conflicts?

Potential

- Has he had any health problems?
- Would he perform better under other circumstances?
- Would he be able to do as good a job if he had greater responsibility and was subject to additional pressures?
- Why might he want to leave his present job?

SAMPLE REJECTION LETTER
TO A CANDIDATE WHO HAS BEEN INTERVIEWED

Dear _____:

After a long and careful review of the qualifications of a number of outstanding candidates, we have selected _____ (name) _____, who formerly served as _____ (title) _____ in _____ (district or city) _____, as community superintendent for this district. Thank you for the interest you have shown in this district and for the time you have spent.

Sincerely,

President
Community School Board
District _____

N